|  |  |  |
| --- | --- | --- |
| Educator Growth Goals | 2012 | |
| The Student Growth Goals modeled for School Librarian contained within this document provide specific indicators that can be applicable for School Librarians in Delaware. | | School Librarian |



Delaware Department of Education



# PREFACE

The Delaware Performance Appraisal System (DPAS II) Component 5, is required for all employees being paid on the educator salary scale, including employees with no academic content within their job duties and descriptions. The Student Growth Goals modeled for School Librarian contained within this document provide specific indicators that can be applicable for School Librarians in Delaware. It is divided into three sections, outlining the process to follow when establishing growth goals. Section I contains the purpose of goals and targeted standards. Section II outlines the detailed components of each goal, including the data used to evaluate goal’s indicator. Section III provides information to the educators regarding how empirical data and/or observational evidence should be collected and evaluated. Additionally, Section III provides guidelines on any unique collection tools and/or procedures (e.g., performance rubric) associated with a particular indicator. Overall, these three sections encompass a complete set of materials necessary to provide data points for use in Component 5 of Delaware’s Performance Appraisal System.

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# SECTION I

Section I contains the purpose statement and targeted standards selected by the development team. The purpose statement outlines the reason these growth goals were developed and how they will be used. The targeted standards identify those professional and/or academic content standards applicable to the educator. These targeted standards are then used in creating performance indicators.

## 1.1 Purpose Statement

The *School Librarian* Student Growth Performance Measures were designed in alignment with the American Association of School Librarians (AASL) Standards for the 21st-Century Learner: Inquire, think critically, and gain knowledge. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. Share knowledge and participate ethically and productively as members of our democratic society. Pursue personal and aesthetic growth. Educators will choose **five** required (state-wide) and **five** selected (district-wide) growth goals from fifteen goal options, totaling ten growth goals for the year.

## 1.2 Targeted Standards

|  |  |  |
| --- | --- | --- |
| **Professional/**  **Content Standard** | **Description** | **Rationale** |
| AASL #1 Inquire, thinks critically, and gain knowledge. | The school library media specialist will teach the skills, actions, responsibilities and strategies necessary to be able to inquire, think critically, and gain knowledge. | The School Library Media Specialist will ensure that students:   * Have the right proficiencies to explore a topic or subject further. * Are disposed to higher level thinking and actively engaged in critical thinking. * Are aware that 21st Century learning requires self accountability. * Recognize personal strengths and weaknesses to become stronger more independent learners. |
| AASL #2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | The school library media specialist will teach the skills, actions, responsibilities and strategies necessary to be able to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | The School Library Media Specialist will ensure that students:   * Have the right proficiencies to explore a topic or subject further. * Are disposed to higher level thinking and actively engaged in critical thinking. * Are aware that 21st Century learning requires self accountability. * Recognize personal strengths and weaknesses to become stronger more independent learners. |

## 1.2 Targeted Standards (cont.)

|  |  |  |
| --- | --- | --- |
| **Professional/**  **Content Standard** | **Description** | **Rationale** |
| AASL #3 Share knowledge and participate ethically and productively as members of our democratic society. | The school library media specialist will teach the skills, actions, responsibilities and strategies necessary to be able to share knowledge and participate ethically and productively as members of our democratic society. | The School Library Media Specialist will ensure that students:   * Have the right proficiencies to explore a topic or subject further. * Are disposed to higher level thinking and actively engaged in critical thinking. * Are aware that 21st Century learning requires self accountability. * Recognize personal strengths and weaknesses to become stronger more independent learners. |
| AASL #4 Pursue personal and aesthetic growth. | The school library media specialist will teach the skills, actions, responsibilities and strategies necessary to be able to pursue personal and aesthetic growth. | The School Library Media Specialist will ensure that students:   * Have the right proficiencies to explore a topic or subject further. * Are disposed to higher level thinking and actively engaged in critical thinking. * Are aware that 21st Century learning requires self accountability. * Recognize personal strengths and weaknesses to become stronger more independent learners. |

# 

# SECTION II

Section II contains the detailed blueprint used to support the establishment of student growth goals. The blueprint identifies a performance indicator for each goal, along with the data used to evaluate the goal. The blueprinting activity assists design teams in addressing the quality S.M.A.R.T. criteria of (a) Specific, (b) Measurable, (c) Attainable, (d) Relevant, and (e) Time Bound. Section II also contains the final set of student growth goals for use in Component 5.

## 2.1 Blueprint

| **ID** | **Standard** | **Indicator** | **Type** | **Data**  **Sample** | **Measure** | **Baseline Data & Date** | **Target Data & Date** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Inquire, think critically, and gain knowledge. | Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives. | R | At least ten or more students | Required Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points |

## 2.1 Blueprint (cont.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2 | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | R | At least ten or more students | Required Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |
| 3 | Share knowledge and participate ethically and productively as members of our democratic society. | Students will complete the inquiry based research process by demonstrating new understandings. | R | At least ten or more students | Required Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |

## 2.1 Blueprint (cont.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4 | Inquire, think critically, and gain knowledge. | Students will demonstrate the use of ethical and legal guidelines when gathering and using information for research. | R | At least ten or more students | Required Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |
| 5 | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | Students will organize information so it makes sense to self and others. | R | At least ten or more students | Required Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |

## 2.1 Blueprint (cont.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | Inquire, think critically, and gain knowledge. | Students will find, evaluate, and select appropriate sources to answer questions. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |
| 7 | Inquire, think critically, and gain knowledge. | Students will evaluate information found in selected sources. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |

## 2.1 Blueprint (cont.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 8 | Inquire, think critically, and gain knowledge. | Students will read, view, and listen for information presented in any format in order to make inferences and gather meaning. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |
| 9 | Inquire, think critically, and gain knowledge. | Students will apply appropriate criteria to decide what information to use by identifying:   * Misconceptions, main and supporting ideas, conflicting information, point of view or bias | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |

## 2.1 Blueprint (cont.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 10 | Inquire, think critically, and gain knowledge. | Students will monitor their own information seeking processes and adapt as necessary. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |
| 11 | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | Students will determine whether to accept, reject, or modify information. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |

## 2.1 Blueprint (cont.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 12 | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | Students will adapt and use appropriate information seeking strategies for identified resources and seek additional resources when clear conclusions cannot be drawn. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |
| 13 | Share knowledge and participate ethically and productively as members of our democratic society. | Students will use writing and speaking skills to communicate new understandings effectively. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |

## 2.1 Blueprint (cont.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 14 | Share knowledge and participate ethically and productively as members of our democratic society. | Students will use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. | S | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |
| 15 | Pursue personal and aesthetic growth. | Students will identify the purpose of a variety of resources. | **S** | At least ten or more students | Selected Inquiry-Based Research Rubric | Average score of the first performance session is calculated by adding the total points for each student and dividing by number of students.  First of the two points in time within the school year with at least 8 weeks between those two points. | Average score of the second performance session is calculated by adding the total points for each student and dividing by number of students.  Second of the two points in time within the school year with at least 8 weeks between those two points. |

## 2.2 Growth Goals

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator ID** | **Goal ID/Type** | **Standard** | **Goal Statement** |
| 1 | R | Inquire, think critically, and gain knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 2 | R | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | * Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 3 | R | Share knowledge and participate ethically and productively as members of our democratic society. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 4 | R | Inquire, think critically, and gain knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 5 | R | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 6 | S | Inquire, think critically, and gain knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 7 | **S** | Inquire, think critically, and gain knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 8 | S | Inquire, think critically, and gain knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |

## 2.2 Growth Goals (cont’d)

|  |  |  |  |
| --- | --- | --- | --- |
| 9 | S | Inquire, think critically, and gain knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 10 | S | Inquire, think critically, and gain knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 11 | S | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 12 | S | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 13 | S | Share knowledge and participate ethically and productively as members of our democratic society. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 14 | S | Share knowledge and participate ethically and productively as members of our democratic society. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |
| 15 | S | Pursue personal and aesthetic growth. | Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. |

# SECTION III

Section III contains the educator guidelines along with procedural details regarding the collection of empirical data. For each goal, procedural guidance on how and when the measures are used is provided to standardize the process. Additional information such as timelines, administration guidebooks, scoring procedures, may also be included. In the data/evidence collection procedures, details are provided on the scoring of specific measurement tools, targeted student samples, and so forth. Further, details on how to evaluate the growth standard using the collected data is provided to applicable educators.

## 3.1 Educator Guidelines

|  |  |
| --- | --- |
| **Goal #1**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Inquire, think critically, and gain knowledge. |
|  | |
| **Indicator** | Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives. |
|  | |
| **Administrating Measures : How** | **See Overview and Acknowledgements for Required, Appendix I for directions, Appendix III for materials** |
| **Administrating Measures : When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #2**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. |
|  | |
| **Indicator** | Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Required, Appendix I for directions, Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |

## 3.1 Educator Guidelines (cont.)

|  |  |
| --- | --- |
| **Goal #3**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Share knowledge and participate ethically and productively as members of our democratic society. |
|  | |
| **Indicator** | Students will complete the inquiry based research process by demonstrating new understandings. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Required, Appendix I for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #4**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Inquire, think critically, and gain knowledge. |
|  | |
| **Indicator** | Students will demonstrate the use of ethical and legal guidelines when gathering and using information for research. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Required, Appendix I for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #5**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. |
|  | |
| **Indicator** | Students will organize information so it makes sense to self and others. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Required, Appendix I for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |

## 3.1 Educator Guidelines (cont.)

|  |  |
| --- | --- |
| **Goal #6**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Inquire, think critically, and gain knowledge. |
|  | |
| **Indicator** | Students will find, evaluate, and select appropriate sources to answer questions. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #7**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Inquire, think critically, and gain knowledge. |
|  | |
| **Indicator** | Students will evaluate information found in selected sources. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #8**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Inquire, think critically, and gain knowledge. |
|  | |
| **Indicator** | Students will read, view, and listen for information presented in any format in order to make inferences and gather meaning. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |

## 3.1 Educator Guidelines (cont.)

|  |  |
| --- | --- |
| **Goal #9**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Inquire, think critically, and gain knowledge. |
|  | |
| **Indicator** | Students will apply appropriate criteria to decide what information to use by identifying:  Misconceptions, main and supporting ideas, conflicting information, point of view or bias |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #10**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Inquire, think critically, and gain knowledge. |
|  | |
| **Indicator** | Students will monitor their own information seeking processes and adapt as necessary. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #11**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. |
|  | |
| **Indicator** | Students will determine whether to accept, reject, or modify information. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |

## 3.1 Educator Guidelines (cont.)

|  |  |
| --- | --- |
| **Goal #12**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. |
|  | |
| **Indicator** | Students will adapt and use appropriate information seeking strategies for identified resources and seek additional resources when clear conclusions cannot be drawn. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #13**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Share knowledge and participate ethically and productively as members of our democratic society. |
|  | |
| **Indicator** | Students will use writing and speaking skills to communicate new understandings effectively. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #14**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Share knowledge and participate ethically and productively as members of our democratic society. |
|  | |
| **Indicator** | Students will use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |
| **Goal #15**  Given the average Inquiry-Based Research Rubric score; the average score based on following an inquiry-based research process will improve by 5% as compared to the score earned by the student data sample on the baseline performance. | |
| **Standard** | Pursue personal and aesthetic growth. |
|  | |
| **Indicator** | Students will identify the purpose of a variety of resources. |
|  | |
| **Administrating Measures: How** | **See Overview and Acknowledgements for Selected, Appendix II for directions and Appendix III for materials** |
| **Administrating Measures: When** | Two points in time within the school year with at least 8 weeks between those two points in time. |

## 3.2 Data/Evidence Collection Procedures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | **Target Score** | |
| 1. Scott Corbit | Required=  16 | Total=28 | Required=  18 | Total=  33 |
| Selected=  12 | Selected=  15 |
| 1. Danielle Steele | Required=  10 | Total=28 | Required=  12 | Total=  30 |
| Selected=  18 | Selected=  18 |
| 1. Ernest Hemingway | Required=  13 | Total=28 | Required=  14 | Total=  30 |
| Selected=  15 | Selected=  16 |
| 1. Ralph Ellison | Required=  11 | Total=31 | Required=  13 | Total=  33 |
| Selected=  20 | Selected=  20 |
| 1. Gary Paulson | Required=  19 | Total=24 | Required=  19 | Total=  34 |
| Selected=  5 | Selected=  15 |
| 1. Lady Gaga | Required=  14 | Total=30 | Required=  17 | Total=  37 |
| Selected=  16 | Selected=  20 |
| 1. Patricia Polacco | Required=  5 | Total=13 | Required=  5 | Total=  13 |
| Selected=  8 | Selected=  8 |
| 1. Alice Walker | Required=  0 | Total=0 | Required=  8 | Total=  18 |
| Selected=  0 | Selected=  10 |
| 1. Richard Ford | Required=  13 | Total=25 | Required=  13 | Total=  25 |
| Selected=  12 | Selected=  12 |
| 1. Greg Tang | Required=  17 | Total=31 | Required=  16 | Total=  28 |
| Selected=  14 | Selected=  12 |

## 3.2 Data/Evidence Collection Procedures (cont’d)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. E. B. White | Required=  20 | Total=40 | Required=  10 | Total=  28 |
| Selected=  20 | Selected=  18 |
| 1. Maurice Sendak | Required=  9 | Total=21 | Required=  13 | Total=  28 |
| Selected=  12 | Selected=  15 |
| 1. Eric Carle | Required=  15 | Total=23 | Required=  11 | Total=  31 |
| Selected=  8 | Selected=  20 |
| 1. Chuck Klosterman | Required=  15 | Total=30 | Required=  19 | Total=  24 |
| Selected=  15 | Selected=  5 |
| 1. Phyllis Naylor | Required=  6 | Total=14 | Required=  14 | Total=  30 |
| Selected=  8 | Selected=  16 |
| 1. Ray Bradbury | Required=  7 | Total=19 | Required=  5 | Total=  13 |
| Selected=  12 | Selected=  8 |
| 1. Shel Silverstein | Required=  10 | Total=24 | Required=  0 | Total=  0 |
| Selected=  14 | Selected=  0 |
| 1. Dan Gutman | Required=  13 | Total=31 | Required=  13 | Total=  25 |
| Selected=  18 | Selected=  12 |
| 1. Walter Dean Myers | Required=  7 | Total=14 | Required=  18 | Total=  36 |
| Selected=  7 | Selected=  18 |
| 1. Virginia Hamilton | Required=  8 | Total=16 | Required=  12 | Total=  22 |
| Selected=  8 | Selected=  10 |

## 3.2 Data/Evidence Collection Procedures (cont’d)

|  |  |  |  |
| --- | --- | --- | --- |
| **Average score of each performance session is calculated by adding the total points for each student and dividing by number of students.** | **Baseline Average Score**  Total points for student data sample(whole group)  470 ÷  Number of students  20 = 23.5 average student score  5% of 23.5= 1.175  Baseline score times 5 percent = target goal. | **Target Average Score**  Total points for student data sample(whole group)  534 ÷  Number of students  20 = 26.7 average student score  5% growth would equal of 23.5 +1.175= 24.675 | Increase is demonstrated by comparing session one to session two.  **Steps to Calculate:**   * Target score   minus the baseline score equals the raw difference 26.7-23.5=3.2   * Take the raw difference   divided by the baseline score times 100 equals percentage growth  3.2÷23.5 x 100.  **Calculations:**  26.7-23.5=3.2  3.2÷23.5 x 100=  **13.6% growth.**  **Increase = 13.6% growth** |